

Diary Map and Projected-Personal or Projected-Consensus Maps Verbiage / Format Guidelines

| Month | Content (Essential Questions) | Skills | Assessment | <i>OPTIONAL</i> Chosen By School | <i>OPTIONAL</i> Chosen By District |
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| <p>Curriculum mapping's ultimate goal is to continuously take a monthly look at the operational procedures on a campus, series of campuses, and/or in a district.</p> <p>If you are used to thinking in weeks or quarters, that is fine, but learn to list the planned or actual learning by months rather than weeks or quarters.</p> <p>For example, if you teach a Citizenship Unit that last six weeks, you would list-- Content: Citizenship in October and the citizenship skills being covered during October in the October's Skills column. Then in November, you would again list Content: Citizenship and the <i>remaining skills</i> being covered under November's Skills column.</p> <p>Your next unit focus: U.S. Government, would be listed under November's Content column and matching skills in November's Skills field.</p> | <p>Content = <i>Descriptive Nouns</i> (i.e., Addition: <i>Double-Digit with Regrouping</i>; <i>United States Civil War</i>)</p> <p>When listing content, it is highly recommended that you follow the A, B, C...Rule. Each content listing gets a corresponding letter: A., B., C., etc., that corresponds alphabetically with its aligned skills and assessments.</p> <p>If possible, boldface the letter and its descriptive content so that it is easy and quick to locate, as in a "Table of Contents."</p> <p>Resources (books, videos, field trips, manipulatives, etc.) are oftentimes</p> <ul style="list-style-type: none"> bulleted underneath appropriate content <p><i>Essential Questions</i> <i>Usually Implemented Year 2 or 3</i> If possible, boldface the essential question(s). Supporting questions do not need to be listed. If they are included, do not boldface them.</p> | <p>Skills = <i>Seeable/Measurable Verbs</i> Seeable in that you can mentally picture what types of activities** students were, or will be, engaged in. Base verb usage on Bloom's Taxonomy Verbs or highly specific "measurable" verbs. No-no verbs include: Knew... Understood ... Demonstrated ... Used... (They are not truly measurable.) Also, include numerical and/or other forms of descriptors. (i.e., <i>narrative</i> and <i>expository</i> writing genres rather than: writing genres; Compares and contrasts the <i>rainforest</i> and <i>desert</i> biomes.)</p> <p>Continue the corresponding A, B, C...Rule begun in Content, now using a letter/number aligning format: A1., A2., A3.; B1., B2., B3., B4., etc.</p> <p>BE AWARE: Diary Maps = -ed endings or past tense</p> <p>Projected Maps = -s endings</p> | <p>Assessment = <i>Defined Noun</i> A recorded assessment is actually a "product" that needs to clearly express the student expectations; therefore the <i>evaluation process</i> may need to be included. <i>20 Statement T/F Quiz</i> or <i>50 Q M/C Test</i> do not need additional evaluative data, but assessments such as <i>5 Primary-Source Document Essays</i> or <i>PowerPoint: Visiting Greece</i> Presentation would require explanations and evaluative tools such as a rubric or cumulative-points breakdown sheet. Continue to use the A, B, C...Rule, now using specific letters /numbers when aligning specific skills to the assessments. (i.e., A1- A3; A2 & A4, etc.)</p> <p>BE AWARE: Diary Maps = List the actual, defined assessments Projected Maps = Start with the word Suggested: And, if appropriate, Mandated: when it applies.</p> | <p>Remember that one of the key purposes for Curriculum Mapping is to articulate learning K-12.</p> <p>This field will prove most beneficial when utilized to track specific educational practices, methodologies, or services that effect/affect global academic or social environments.</p> <p>The key is that this field should be utilized <i>for its utmost potential</i> in creating a data base that leads to maximizing students' learning growth and achievement.</p> <p>**Activities Please note that specific activities <i>do not need to be included on the "face" of the maps.</i></p> <p>If activities are to be included, either create a supplemental recording (for example, an attachment) for the activities, or as a school/district designate a field specifically for listing detailed activities.</p> | <p>This field's focus is best utilized when gathering data for a district-wide chosen focus.</p> <p>Again, the key here is for this field to be utilized <i>for the utmost potential</i> in creating a data base that will lead to maximizing students' learning growth and achievement.</p> <p style="text-align: right;">© Janet A. Hale curriculummapping101.com 520-241-8797</p> |